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ABSTRACT

A project to transport career education resources to teachers in Rhode Island's elementary and secondary schools was evaluated on the basis of its seven objectives: (1) to publicize information about career education and the materials and services provided by the project, (2) to make available career education materials, resources, and services to be used in classroom instruction, (3) to demonstrate effective career education materials to the educational community, (4) to develop a state-wide information network about career education, (5) to make available curricular materials that classroom teachers can use to inform young women about nonconventional career possibilities, (6) to develop career education materials for bilingual and/or non-English speaking students, and (7) to make career education information available to survey a random sample of state elementary, middle, and high school superintendents, principals, teachers, and counselors to determine their awareness of the services and satisfaction with and utilization of the materials. The evaluator concluded that five of the seven objectives (all except number 3 and number 6) were successfully accomplished and that the project has been remarkably successful in advancing the concept of career education in Rhode Island. (JT)

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MOBILE CAREER EDUCATION

RESOURCE UNIT

1976-1977

FINAL EVALUATION REPORT

JULY 15, 1977

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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This report has been prepared by the
Center for Evaluation and Research at Rhode Island College
and is principally the work of
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I. INTRODUCTION

Project Overview

The Mobile Career Education Resource Unit is a federally funded project located at Rhode Island College, Providence, Rhode Island. The purpose of the project is to transport career education resources to teachers in Rhode Island's elementary and secondary schools.

Career education materials, both teacher-made and commercially developed, were acquired and housed in a central headquarters at the college. From there, a 23-foot mobile unit was stocked with the materials appropriate to the type of school being visited, elementary, middle, or high school. Of special emphasis were materials demonstrating non-conventional career opportunities for women and those suitable for use with bilingual or non-English speaking students.

In addition to providing materials free of charge, the project staff was available to offer support services for career education efforts through consultations, presentations, and inservice sessions.

The following objectives, which were revised at the beginning of the project year, have provided the focus for the project's efforts:

1. To publicize information about career education in Rhode Island and the materials and services which are provided by the Mobile Career Education Resource Unit project.
2. To make available to the educational community of Rhode Island career education materials, resources, and services to be used in classroom instruction.
3. To demonstrate effective career education materials to the educational community, in particular, locally developed and employed materials.

Evaluation Design

The focus of the evaluation plan for the Mobile Career Education Resource Unit was to determine whether each of the project's stated objectives had been accomplished. To specify the means for judging the successful completion of each objective, a series of "indicators" was identified for each objective. These indicators provide the organizing tool around which each of the project activities is reported. In order to gather some of the necessary information about the status of the objectives, five visits to the project's office were conducted during which the project staff were interviewed and their materials, records, files and logs were reviewed.

To assess the degree to which the personnel in Rhode Island schools had been made aware of the availability of career education resources through this project (Objective #1), a combination of data gathering forms was used. A random sample of Rhode Island elementary, middle, and high school principals participated in a telephone interview during which they were asked a series of questions about their awareness of the Mobile Career Education Resource Unit. At this time they were asked to distribute to selected teachers and counselors a questionnaire which included many of the same questions.

A questionnaire was also sent to a random sample of superintendents, Department of Education personnel, and other members of the Rhode Island "educational community" to assess their awareness of the project and its resources. The telephone interview and both questionnaire forms can be found in Appendix A.

4. To develop a state-wide information network about career education.
5. To make available curricular materials that classroom teachers can use to inform young women about non-conventional career possibilities.
6. To develop career education materials for bilingual and/or non-English speaking students.
7. To make career education information available to teachers of recently arrived students who are bilingual and/or non-English speaking.

To specify in numbers some of the project's intended accomplishments, the following "performance objectives" have been delineated:

1. The mobile unit will visit a total of fifty (50) Rhode Island elementary and secondary schools.
2. The mobile unit will be in attendance at five (5) state-wide professional educators' meetings.
3. Four (4) career education newsletters will be written and distributed.
4. Contact will be made with all public and private elementary and secondary schools in Rhode Island.
5. Five (5) locally developed career education programs will be transferred to an audio/visual format for demonstration on the mobile unit.

The project personnel consist of one full-time director, one half-time materials specialist, one half-time graduate assistant and a full-time secretary. The project staff and their materials are located in rather crowded quarters on the ground floor of Horace Mann Hall at Rhode Island College. A more complete description of these facilities is available in the interim report for this project (p. 3).

Another instrument designed as a postcard was used to assess whether school personnel who took career education materials from the mobile unit actually used the materials and, if so, whether they were satisfied with the results (Objective #2). Anyone taking materials from the van was asked to complete and mail the postcard. A copy of this card is included in Appendix B.

As another means of gathering information about the project, the evaluator observed a mobile unit's visit to a school and a workshop given by the project staff.

Report Format

An interim report for this project was prepared in January, 1977. The project's status on each of its objectives was described at that time. Changes in the project's timelines and anticipated problems were also discussed in the interim report. As a final report, this document describes the project's status on each objective as of July, 1977, and summarizes the information presented in the interim report. When "totals" are presented in this document (e.g., number of materials acquired) these totals include the information presented in the interim report. Any activities which are highlighted or used as examples of the project's efforts in this report are those that have occurred since the time of the interim report. The information presented in the next sections of the report attempts to inform the reader of the project's activities. Although files, logs, tallies, and direct questions to the project staff were used to gather this information, it is unwise to expect that each and every activity and/or event in the project's year of operation has been reported

here. All important milestones, however, have been recorded and are documented in this report.

The next section summarizes the implementation aspects of this project and is followed by the results for each objective. The final section summarizes the preceding information and offers a conclusion.

II. IMPLEMENTATION

The majority of the implementation aspects of the Mobile Career Education Resource Unit project have been described in detail in the Interim Report (pp. 19-23). A summary of the timelines for the project's activities and a few of the problems it dealt with over the course of the year are noted here.

The first few months of the project year were thrown off schedule by the delay in acquiring the mobile unit which did not arrive until January, 1977. While the van was being awaited the project staff set up its office, acquired office equipment and supplies, ordered and acquired the majority of the career education materials it would subsequently offer to school personnel, and started its publicity efforts with the dissemination of introductory letters, a brochure, and two newsletters.

Once the van arrived, a majority of the staff's time was spent traveling to schools and representing the project at various professional gatherings. During the January to June time period three additional newsletters were prepared and distributed, a consultant was hired to develop materials regarding unconventional careers for women, and a slide-tape presentation about the van was developed.

Two operational difficulties confronted the project staff during the course of the year. One difficulty revolved around the necessity to complete a variety of forms and gather a number of signatures in order to purchase supplies, materials and services from off-campus vendors. Once the

majority of the purchases were made, this time-consuming task was no longer a problem. The second difficulty was the lack of consistent full-time secretarial assistance. After an initial six-week delay in hiring a secretary there were repeated absences from the position which were not always covered by a full-time substitute. This lack of consistent secretarial services caused other project members to partially attend to these duties and occasionally made it difficult to reach the project staff by phone. This difficulty persisted throughout the project year.

III. OBJECTIVES AND RESULTS

Accomplishment of each of the project's objectives is noted by summarizing the results pertaining to each indicator for that objective.

The first objective has six indicators as noted below. The results for each of these follows.

OBJECTIVE 1: To publicize information about career education in Rhode Island and the materials and services which are provided by the Mobile Career Education Resource Unit.

- Indicators:
- a) Dissemination of introductory brochure and subsequent newsletters ;
 - b) Extent of media exposure (press releases, radio and television spots);
 - c) Extent of mailing lists developed and utilized for information dissemination;
 - d) Extent of personal contacts and/or consultations;
 - e) Presence of mobile unit at meetings of professional educational associations; and
 - f) Questionnaire results regarding whether Rhode Island schools and professional organizations are aware of the resources available from the Mobile Career Education Resource Unit project.

Results:

a) To introduce and publicize services, materials, and events, the Mobile Career Education Resource Unit staff have created and disseminated an introductory letter, a brochure, and five newsletters. The introductory letters and the project brochure were discussed in the interim evaluation report and copies of the documents were included in that report.

The five newsletters have been issued during the following time periods:

Volume 1	Issue #1	December, 1976
Volume 1	Issue #2	January, 1977
Volume 1	Issue #3	February, 1977
Volume 1	Issue #4	March-April, 1977
Volume 1	Issue #5	May-June, 1977

Two thousand copies of each newsletter were printed and distributed using the mailing lists developed by the project. Newsletters were also given out from the van and from the project office on the Rhode Island College campus.

Each issue of the newsletter provided a description of the project and the mobile resource unit. A "recap of recent events" column summarized the current happenings with the mobile unit and the services it made available to interested educators. Also, each newsletter had a section listing career education materials that had been recently acquired, and several newsletters devoted a section to describing free career education materials and how teachers could obtain them.

The newsletters also contained articles and special interest sections. As an example, the fourth newsletter contained two articles written by the Career Education Consultant for the Rhode Island Department of Education. One article discussed the state plan for career education and the other outlined future activities to help develop the state plan. In the fifth and final newsletter of the year, the project director reflected on the activities of the past school year in a section titled, "From the Driver's Seat." Copies of the last three newsletters are included in Appendix C; copies of the first two were included in the interim report.

b) Twenty press releases regarding the Mobile Career Education Resource Unit have appeared in local community newspapers, in a statewide newspaper, and in professional information publications. Newspaper articles have appeared in the Cranston Mirror, Greenville Observer, Lincoln-Cumberland Observer, Pawtucket Times, Warwick Beacon, Providence Journal-Bulletin, Rhode Island Department of Education's Interrobang, and the Rhode Island College Newsletter and Briefs.

"Career Education Van Brings Latest Materials to Educators," a Warwick Beacon article appearing on April 5, 1977, described the van's front door service to faculty and administrators at Tollgate High School in Warwick, Rhode Island. The writer described the project grant, staff, van shelving "filled with a variety of career information materials," and "copies on the spot" (Appendix D).

A visit to a Cranston elementary school attended by Rhode Island Congressman Edward Beard's daughter on April 14, 1977 attracted the Congressman and a reporter from the Cranston Mirror. The resulting photograph and article were printed in the Cranston Mirror, the Lincoln-Cumberland Observer, the Warwick Beacon, and the project's fourth newsletter. In the article, the Congressman is quoted as saying, "This is one of the most innovative ways in which the entire school community is preparing students in practical and productive life styles."

A feature article by the Providence Journal-Bulletin's education writer was titled, "Henry Barnard's Spirit Lives--In a 23-Foot, Custom-Built Van." Stemming from a May 13th visit, the June 20, 1977, Evening Bulletin article discussed the project, and staff, and stated that the purpose of career education is "to help kids make better career decisions" (Appendix D).

Publicity for the project has also been obtained from the "Career Education Corner," a column written by the project director for the quarterly publication of the Rhode Island Personnel and Guidance Association.

Radio and television press coverage has included one radio spot during December, 1976 (described in the interim report), and an April 29, 1977, televised interview with the project director. This interview was broadcast as a part of the 6:00 PM news on WJAR, Channel 10, Providence, Rhode Island.

c) Dissemination of the project brochure and newsletters has been accomplished primarily using mailing lists compiled from state-wide educational directories and Rhode Island College directories. The mailing lists encompass school personnel (principals, counselors, counseling directors, administrators, and superintendents); educational organizations (Principal's Associations, Association of School Superintendents, etc.); and educational agencies and individuals (Rhode Island Department of Education, placement offices at colleges in the state, members of the Rhode Island Board of Regents, school committee members, etc.). A summary of the groups included on the mailing lists is given in Table 1.

d) The project staff have participated in sixteen meetings/conferences with professional agencies and organizations. These conferences range from discussions regarding how to bridge the gap between industry, education, and labor at a May 14, 1977, Industry-Education-Labor Invitational Conference in Providence, Rhode Island, to the project director's testimony before a

TABLE 1

Mailing Lists Used By
Mobile Career Education Resource Unit

Mailing List	Number of Entries
Public School Principals	363
Private and Parochial School Principals	108
Junior High, Middle, and High School Counselors	211
Junior High, Middle, and High School Counseling Directors	72
Guidance Department Administrators	7
Various Rhode Island Educational Organizations	8
Superintendents	37
Related Rhode Island Agencies	80
Rhode Island Department of Education (Various Officers)	20
Placement Offices at Rhode Island Colleges	4
Rhode Island Personnel and Guidance Association Officers	6
Rhode Island Board of Regents Members, Rhode Island School Committee Members, Rhode Island House and Senate Members	418
Other Career Education Projects (Nationwide)	177
United States Congressmen	4
Career-Education Mini-Conference for Post Secondary Practitioner Participants	9
Total	1,524

house subcommittee on H.R. 7, a career education bill. Portions of this testimony were read before Congress and entered into the Congressional Record. Another three of these activities are worthy of special note:

1. A meeting of the Smithfield Youth Department Center executive committee included a career education panel discussion for the membership and the public. A project staff member was one of the participants. Approximately 40 people were in attendance.
2. On April 2 and 3, 1977, the project personnel made presentations at the Girl Scout's Senior Scout Career Weekend at the Naval Education and Training Center located at Newport, Rhode Island. The theme of this weekend was to provide a broad look at jobs and various fields of interest to help individuals in the selection of a challenging and meaningful lifework. Presentations on career education, the van, and changing roles for women were given by the project staff.
3. On June 6, 1977, a project staff member participated in a Career Day for students at Park View Junior High School in Cranston, Rhode Island.

e) The project staff have brought the van to and made presentations at seven professional educators' meetings, four of which are described below:

1. The project staff participated in the Rural Career Education Workshop sponsored by the Cashmere, Washington, Career Education Project, May 1-5, 1977, in Boston, Massachusetts. A letter of appreciation from the workshop director is included in Appendix E.
2. On May 26, 1977, the project staff attended the Rhode Island Executive Council for Occupational and Career Education Conference titled, "An Invitation to Work." Sponsored by the Rhode Island Department of Education, the conference was attended by most educators in the state having vocational education and/or career involvement.

3. On March 16, 1977, the van visited Roger Williams College to be viewed by members of the education department and nineteen potential teachers.
4. A project staff member gave a formal lecture and three informal demonstrations to two vocational placement classes, a pupil personnel service class, and a counselor practicum class. These four presentations included a tour of the van and were attended by approximately 100 Rhode Island College graduate students.

f) To determine whether the project had been successful in publicizing itself to school personnel and other members of the educational community in Rhode Island, a combination of interviews and questionnaires was used. A stratified random sample of slightly over 10% of the schools in Rhode Island was drawn for this purpose. The makeup of the sample reflected as closely as possible the proportion of each type of school in the total population of Rhode Island schools. Table 2 reports the number of schools of each type included in the population and sample.

TABLE 2

Number and Percent of Types of Rhode Island Schools
Included in State and Sample

Type of School	<u>In State</u>		<u>In Sample</u>	
	N	%	N	%
Public Elementary	263	56	27	54
Public Middle/Junior High	56	12	7	14
Public Senior High	44	9	5	10
Private and Parochial Elementary	81	17	8	16
Private and Parochial Senior High	27	6	3	6
Total	471	100	50	100

The first step in carrying out this data collection effort was to contact the principal of each sampled school and ask him/her to respond to twelve questions regarding his/her awareness of the project and the resources it had to offer. (See Appendix A.) The principals' assistance was then requested in passing out questionnaires to their staff members and collecting them. If they agreed, they were asked to give one form to each counselor in their buildings and then to select randomly the three to nine teachers (depending on the size of the school) who would receive the forms. (See letter to principals in Appendix A.) A total of 48 out of the 50 selected schools participated in the survey. Of these, three principals were willing to answer the interview questions but did not want forms sent to their staff members. Of the 45 packets of forms sent out to the remaining schools, 32 or 70% were returned.

The packets included a total of 145 forms for teachers and 54 for counselors. The return rate for teachers was considerably better than that for counselors, 74% and 41% respectively. The results below are reported first for principals, followed by those for the teachers and counselors. Table 3 reports the percentage of principals responding to each option for the twelve questions. The responses reported here are combined across school types.

As indicated in Table 3, over 77% of the Rhode Island principals surveyed had heard of the project. Sixty-five percent of these said they received printed information about the project and 90% said they posted this information so other staff members could read it. Of the 65% who received information, 52% said they read it and another 42% said they "skimmed" it. Sixty-seven percent said they were aware that career education materials were available from the project and 69% knew that the van

TABLE 3

Percent of Responses from Rhode Island Principals to
Questions Regarding Their Awareness of the
Resources Available from the Mobile Career Education Resource Unit

1. Have you heard or read about the career education project located at Rhode Island College?	77.1	Yes
	22.9	No
2. Have you received any printed information about this project? (If no, skip to question #5.)	64.6	Yes
	33.3	No
	2.0	Blank
3. If so, did you "post" this information so other staff members could read it? (N = 31)	90.3	Yes
	6.4	No
	3.2	Blank
4. Have you read the information you received? (N = 31)	51.6	Yes
	41.9	Skimmed it
	6.4	No
5. Prior to my calling, were you aware that career education materials are available through this project?	66.7	Yes
	33.3	No
6. Did you know that a van filled with career education materials will visit your school upon request? (If no, skip to question #9.)	68.9	Yes
	31.3	No
7. Did you make a request for the van to visit your school? (N = 33) (If no, skip to question #9.)	18.2	Yes
	81.8	No
8. Has the van visited your school yet? (N = 6)	50.0	Yes
	16.6	No, but scheduled for a later date
	16.6	No
	16.6	Blank

Note: N = 48 unless otherwise indicated.

Table 3 (Continued)

9. Were you aware that workshops on career education will be conducted in your school upon request?	52.1	Yes
	47.9	No
10. Did you know that information related to non-traditional careers for women is available through this project?	31.3	Yes
	68.8	No
11. Were you aware that career education information is available for teachers of bilingual or non-English speaking students through this project?	35.4	Yes
	64.6	No
12. Did you know that the project staff is available to help school staff members develop career education materials?	56.3	Yes
	43.8	No

Note: N=48 unless otherwise indicated.

would visit their schools upon request. Of these, only 18% had requested the van and half of these had already received the visit, while 17% had scheduled a visit for a future date. When asked if they were aware that career education workshops would be conducted at their schools on request, 52% responded that they were aware of this service. The specialized materials related to non-conventional careers for women and to bilingual or non-English speaking students were less familiar to these principals (31% and 35%). A total of 56% were aware that the project staff would help their school staff members develop career education materials.

These responses varied somewhat by type of school as noted in Table 4 which reports the percent of principals from each school type responding "Yes" to each of the twelve questions. The percent of principals who indicated they received material is considerably higher for the high schools than for the others (question #2). The percent of private and parochial elementary and secondary principals who were aware of the van was dramatically less than that of the public school principals (question #6), although the request rate for the van was higher for the private and parochial elementary schools (question #7). The middle school and high school principals were more aware of the materials on non-conventional careers for women than were the elementary schools (question #9) and the public middle and high school principals indicated more awareness of the availability of project help for developing local career education materials (question #12).

In addition to answering the questions specified on the interview form, seventeen principals offered comments. The most frequent of these comments related to having seen the van at nearby schools (N = 4) and wanting the van to come to their schools during the 1977-78 school year (N = 4). Two principals mentioned that they had previous experience with the project staff

TABLE 4

Percent of "Yes" Responses from Rhode Island Principals by Subgroups

Question	Public Elementary		Private and Parochial Elementary		Public Middle/Junior High		Public Senior High		Private and Parochial Senior High	
	N	%	N	%	N	%	N	%	N	%
1	27	74.1	7	71.4	7	85.7	5	80.0	2	100.0
2	27	59.3	7	57.1	7	71.4	5	80.0	2	100.0
3	16	87.5	4	100.0	5	100.0	4	75.0	2	100.0
4	16	68.8/25.0*	4	25.0/75.0*	5	20.0/80.0*	4	50.0/50.0*	2	50.0
5	27	59.3	7	42.8	7	100.0	5	80.0	2	100.0
6	27	77.8	7	28.6	7	71.4	5	100.0	2	0.0
7	21	14.3	2	50.0	5	0.0	5	40.0	0	---
8	3	66.7	1	100.0**	0	---	2	50.0	0	---
9	27	51.9	7	42.8	7	57.1	5	60.0	2	50.0
10	27	25.9	7	28.6	7	42.8	5	40.0	2	50.0
11	27	33.3	7	42.8	7	28.6	5	40.0	2	50.0
12	27	55.6	7	42.8	7	71.4	5	80.0	2	50.0

*Skipped it

**Scheduled for a later date

and were impressed with their performance.

As previously noted, the principals were asked to distribute a questionnaire with similar questions to all of the counselors in their building and a random sample of teachers. Table 5 reports the results from the 108 teachers and 22 counselors who returned these forms. As a reminder, the return rate was 74% for teachers and 41% for counselors.

Slightly over half of the Rhode Island teachers surveyed had heard of the project and one-third had seen printed information on it. Although 41% were aware that career education materials were available from the project and 36% knew about the van, there was less awareness of the specific types of resources available (18% to 26% for questions #6-9).

A very high percentage (91%) of the counselors who returned the questionnaire had heard or read about the project. Eighty-two percent indicated they had received printed information about it and 100% of these had read this information. Eighty-two percent were aware both that career education materials were available and that a van filled with these materials would visit their schools. Between 59% and 73% knew about the more specific resources available from the project (questions #6-9). The fact that printed information (introductory letters and newsletters) was sent directly to the counselors seems to have had an effect on their awareness of its resources, especially in comparison to the results from teachers who assumedly depended on their principals to share this printed information with them. It is assumed that the other forms of publicity used by the project (press releases, T.V. and radio spots) would reach each of these groups equally.

A total of 30 teachers and five counselors made additional comments on their forms, the most frequent of which are summarized here. Twelve teachers wrote that they were happy to hear of these services and asked for more information. Four teachers praised the idea of career education and four

TABLE 5

Percent of Responses from Rhode Island Teachers and Counselors to
Questions Regarding Their Awareness of the
Resources Available from the Mobile Career Education Resource Unit

	Teachers (N = 108)		Counselors (N = 22)	
1. Have you heard or read about the career education project located at Rhode Island College?	54.6	Yes	90.9	Yes
	45.3	No	9.1	No
2. Have you seen any printed information about this project in your school? (If not, skip to question #4.)	33.3	Yes	81.8	Yes
	54.6	No	18.1	No
	12.0	Blank		
3. If so, did you read the information?	(N = 36)		(N = 18)	
	88.8	Yes	100.0	Yes
	11.1	No		
4. Were you aware that career education materials are available through this project?	40.7	Yes	81.8	Yes
	55.6	No	18.1	No
	3.7	Blank		
5. Did you know that a van filled with career education materials will visit your school upon request?	36.1	Yes	81.8	Yes
	63.9	No	13.6	No
			4.5	Blank
6. Were you aware that workshops about career education will be conducted in your school upon request?	20.4	Yes	68.2	Yes
	80.6	No	27.3	No
	.9	Blank	4.5	Blank
7. Did you know that information related to non-traditional careers for women is available through this project?	18.5	Yes	68.2	Yes
	80.5	No	27.3	No
	.9	Blank	4.5	Blank
8. Were you aware that career education information is available for teachers of bilingual or non-English speaking students through this project?	19.4	Yes	59.1	Yes
	79.6	No	40.9	No
	.9	Blank		
9. Did you know that the project staff is available to help you develop career education materials?	25.9	Yes	72.7	Yes
	73.1	No	27.3	No
	.9	Blank		

Note: Percentages do not always equal 100 due to rounding error.

others said that more publicity about the project was needed. Three teachers said the van had visited their schools and they were pleased with the materials available on it.

To summarize the survey results from the randomly selected Rhode Island schools, 77% of the principals, 55% of the teachers, and 91% of the counselors responding were aware of the project and varying percentages of these knew more specific details about the resources the project had to offer.

In addition to assessing the degree to which Rhode Island school personnel were aware of the project, a questionnaire was sent to randomly selected members of the Rhode Island "educational community." This broad term is used to mean the following groups and numbers of people:

- Selected Department of Education Personnel (20)
- Career Education Association Members (186)
- Officers of Educational Organizations (8)
- Superintendents (37)
- Board of Regents and Commissioner (16)
- School Committee Members (214)
- Guidance Department Administrators (7)
- Senior High Guidance Directors (37)
- Middle/Junior High Guidance Directors (35)
- Related Educational Agencies (80)

Total: 639

A 20% sample was drawn and 130 forms were mailed out. (See Appendix A.) Seven of these forms came back undelivered. Of the 123 delivered forms, 48 were returned, representing a 39% return rate.

Table 6 reports the responses to each of the eight questions. To summarize these data, 79% of the respondents had heard or read of the project and 60% indicated they received printed materials from the project. Of this 60%, 93% indicated that they had read the materials received. Sixty-seven percent reported being aware that career education materials were

TABLE 6

Percent of Responses from the Rhode Island Educational Community to a
Questionnaire Regarding Their Awareness of the
Resources Available from the Mobile Career Education Resource Unit
(N = 48)

1. Have you heard or read about the career education project located at Rhode Island College?	79.2	Yes
	20.8	No
2. Have you received any printed information about this project? (If no, skip to question #4.)	60.4	Yes
	35.4	No
	4.2	Blank
3. If so, did you read this information? (N = 29 for this question.)	93.1	Yes
	3.4	No
	3.4	Blank
4. Were you aware that career education materials are available through this project?	66.7	Yes
	27.1	No
	6.3	Blank
5. Did you know that a van filled with career education materials will visit schools and professional meetings upon request?	64.6	Yes
	35.4	No
6. Were you aware that workshops about career education will be conducted in schools and at professional meetings upon request?	47.9	Yes
	50.0	No
	2.1	Blank
7. Did you know that information related to non-traditional careers for women is available through this project?	43.8	Yes
	54.2	No
	2.1	Blank
8. Were you aware that career education information is available for teachers of bilingual or non-English speaking students through this project?	41.7	Yes
	58.3	No

available from the project and 65% knew that the van would come to schools or professional meetings upon request. There was less awareness of the more specialized resources the project had to offer. Forty-eight percent knew that workshops about career education would be conducted upon request, and 44% were aware that the project offered materials related to non-traditional careers for women. Forty-two percent were aware of the materials for teachers of bilingual or non-English speaking students.

In addition to answering the "Yes/No" questions on the form, 15 people accepted the invitation to add comments. One person mentioned that career education was not a "high priority item;" six added information about themselves; and eight discussed the idea of career education and their enthusiasm for the work being done by the project. (Four of these eight had had contact with the project staff and praised this experience highly, and two people asked for more information about the project.) Several comments are especially noteworthy and are quoted below.

It is good to see a project getting its message up-front to the people. Too often these projects take several years to develop through the bureaucratic abyss of the State and Federal paperwork factories. My belief is that these federal projects should go into the hands-on phase rather than through the needs-assessment year-long study road. Teachers who used the mobile van were delighted to note the materials that they could and did use. We need more of this style of outreach service and less of the study-waste syndrome.

When Dr. Ronald Esposito visited [school name] early in the school year, he promised that there would be a Mobile Career Education Resource Unit available before the end of the scholastic year. On May 17, Dr. Esposito spent an entire day for the convenience of the faculty (K-12). Everyone who had free time took advantage of this special opportunity. Without exception all were delighted to find how career education had a place in specific content studies. Those who were responsible for Rhode Island College acquiring such a resource to familiarize teachers with the benefits of career education deserve high commendation.

A valuable resource--one that should be continued by RIC [Rhode Island College] as a service to teachers and students in this state.

Overall, these results and comments indicate that the project has been successful in informing the majority of the Rhode Island educational community of its existence and the resources it has to offer.

OBJECTIVE 2: To make available to the educational community of Rhode Island career education materials, resources, and services to be used in classroom instruction.

Indicators:

- a) Quantity of material available on mobile resource unit and at the project office;
- b) Schedule and location of visits by the mobile resource unit;
- c) Mobile resource unit copy machine log;
- d) Mobile resource unit materials lending slips; and
- e) Number of professional demonstrations and/or workshops given by project personnel and the number of participants.

Results:

a) The Mobile Career Education Resource Unit has close to 1,600 career education titles available to the educational community of Rhode Island. The materials and resources acquired are of two types:

1. Printed materials, e.g. texts, professional readings, information guides, curriculum guides, newsletters, periodicals, and bibliographies.
2. Multimedia kits which may include filmstrips, audio cassettes or records, overhead transparencies, etc.

As of June, 1977, the materials and resources acquired total 1,596 pieces. Over 90% of these materials were acquired prior to January, 1977. Table 7

provides a breakdown of the materials according to nine different classifications. Over half of the materials are classified as directed towards elementary, junior high/middle, or high school personnel. The number of materials related to non-traditional careers for women and to bilingual students, two areas of special interest, total 127 and 20 titles respectively. Also, 223 general professional readings have been acquired and made available by the project.

Many free materials for teachers of kindergarten to adult audiences have also been acquired and distributed. Examples of these include the "Career Motivation Activities Guide," published by the Toledo, Ohio, Public Schools in 1975, which contains career education units designed for infusing career development concepts into existing courses or curricula for grades K-3. These materials were developed by practicing teachers and staff members of the Toledo Public Schools. Easy-to-read personnel descriptions and individual women's viewpoints toward their careers are also available in a free 1973 edition of Vocational Bibliographies. Other materials such as a "how-to" packet for Classroom Activities for Student Awareness of Sex Stereotyping and the project's own awareness packet are among the free handouts available from the project.

b) The van has serviced a total of 79 schools since it first arrived on the Rhode Island College campus on January 17, 1977. The first school visit occurred on January 20, 1977 to one of the most outlying districts in Rhode Island. Of the 79 schools visited between mid-January and June, 68 were public schools in Rhode Island, two were public schools in Massachusetts, and one a public school in Connecticut. The remaining eight visits were to private and/or parochial schools in Rhode Island. Table 8

TABLE 7

Career Education Materials Acquired

	Elementary	Middle/ Junior High	High	Women	Bilingual	General	Occupational	Periodicals/ Newsletters	Bibliographies	Total
Printed Material (Including Texts and Curriculum Guides)	135	248	411	107	18	214	54	300	9	1,496
Kits (Including Audiovisual Materials, e.g. Filmstrips, Records, Microfiche, etc.)	14	37	18	18*	2	9	2	0	0	100
Total	149	285	429	127	20	223	56	300	9	1,596

*Includes 10 tapes and 1 card index developed by the project.

provides a breakdown of the van visitation schedule by month and type of schools visited. Five schools were revisited during this time period due to a shortened first visit. Four schools were not accommodated in their requests for a visit this year, and a total of five requests for visits have been received for the 1977-78 school year.

A list of the communities visited by the van is included in Appendix F. The locations of these communities indicate that the project has reached out to some of the most distant Rhode Island cities and towns.

The log kept by project staff members on the van is complete for 66 of the 79 visits. The total number of people who came aboard during these 66 visits was 1,317, which computes to an average of 20 people per school. (The range is from 1-70.) Examples of letters of appreciation received after these visits are included in Appendix G.

c) The educators visited by the van received over 12,000 copies of career education materials from the mobile unit's 3M photocopier. This figure computes to an average of approximately 500-700 copies per week. A total of 22 rolls of paper with 500 sheets on a roll has been used since January, 1977. The heavy use caused the copy machine to break down several times. Down a day or two at a time, the copier was unavailable during six working days. During this time the Office Services facilities at Rhode Island College were used to produce copies prior to school visits. In this way, a minimum of inconvenience was experienced when the van copier was not working.

d) In addition to the copies and free materials given to educators around the state, a total of 142 books and kits were lent from the van.

TABLE 8

Schedule for
Mobile Career Education Resource Unit School Visits

	Elementary Schools	Middle/ Junior High Schools	High Schools	Total	Public	Parochial and Private Schools	Total
January	10	0	2	12	11	1	12
February	7	3	2	12	10	2	12
March	6	6	4	16	15	1	16
April	6	2	3	11	10	1	11
May	7	4	5	16	13	3	16
June	6	4	2	12	12	0	12
Total	42	19	18	79	71	8	79

Of the 142 titles, 44 were elementary school level materials, six were junior high/middle school level materials, 50 were high school level materials, 16 were women's materials, and 23 were professional education texts. A complete breakdown of the materials loaned is provided in Appendix H.

e) Inservice sessions and workshops were originally planned to follow a mobile resource unit visit to a school. Teacher interest, however, resulted in four presentations being made prior to the availability of the van. A total of twenty-three professional meetings/conferences have been attended over the course of the year by the project staff. These were discussed as part of the results for Objective #1.

In addition to the indicators mentioned above, a survey of people who took materials from the van was conducted by asking each person to complete and return a postcard containing five questions (Appendix B). A total of 205 postcards were returned. The respondents were asked to indicate the type of school they worked in and the type of position they held. Table 9 reports this information. The "Other" category for school type includes a training school, an adolescent school at the Institute for Mental Health, a Medical Center, a state institution, and a special education school. "Other" positions include librarians, department heads, and interns.

The directions on the postcard asked the respondents to complete and return the card after they had had a chance to use the materials. Then they were to continue answering the questions until they checked a "No" response, at which point they were to stop. The results for all respondents are reported in Table 10. Note that the number responding to each question varies according to the number who responded "Yes" to the previous question.

TABLE 9
Number of Postcard Responses Received
According to School and Position Types

Type	N	%
School		
Elementary	76	37.1
Middle/Junior High	54	26.3
Senior High	60	29.3
Other	14	6.8
Blank	1	.5
Total	205	100.0
Position		
Teacher	149	72.7
Counselor	24	11.7
Administrator	10	4.9
Other	17	8.3
Blank	5	2.4
Total	205	100.0

TABLE 10

Percent of Responses to Questions Related to Use of
Career Education Materials Taken from Mobile Unit

	<u>N</u>	<u>%</u>	<u>Response</u>
1. Did you take any career education materials with you after visiting the mobile unit?	205	87.3	Yes
		10.7	No
		2.0	Blank
2. Did you read through the materials you took?	179	99.4	Yes
		.6	Blank
3. Did the materials <u>seem</u> helpful?	178	100.0	Yes
4. Did you actually <u>use</u> any of the materials or the ideas suggested in the materials?	178	37.1	Yes
		58.4	Plan to in near future
		3.4	No
		1.1	Blank
5. Were you satisfied with the results?	66	90.9	Yes
		4.5	Somewhat
		4.5	Blank

Note: The N for each question varies according to the number of "Yes" responses to the previous question.

The first question verified that the respondents had indeed taken career education materials from the van. Eighty-seven percent (N = 179) indicated they had and this group was the population of interest for the remaining questions. Of the 179 who took materials, 99% read through them and all of these indicated that the materials seemed helpful. Of the 178 remaining, 37% had actually used the materials by the time they sent in the postcard, and an additional 58% indicated that they planned to use them in the near future. Of the 66 who had used the materials, 91% were satisfied with the results and an additional 5% were "somewhat" satisfied.

When these results are broken down according to type of school and type of position held, the pattern of responses varies for question 1, is uniform for questions 2 and 3, and varies for questions 4 and 5. Table 11 reports the percentage of "Yes" responses according to school type and Table 12 reports this information according to position type.

As indicated in Table 11, the response to question 1 ("Did you take materials?") varies from 78% to 91% across school types, with the elementary school personnel taking them most frequently. Almost all those who took materials read them (99%-100%) and indicated they seemed useful (100%) with almost no variance by school type. A higher percentage of elementary school personnel had used the materials already (44%) than did those in the middle schools (34%), high schools (32%), or "other" schools (27%). Of those who had used the materials, the personnel in the middle schools were not as uniformly satisfied with the results (75%) as were the other subgroups (93%-100%).

When broken down by position type, the responses also vary by subgroup for question 1 (Table 12). The percent of administrators who took materials is greater than that of teachers, counselors, and others (90%;

TABLE 11

Percent of "Yes" Responses to Questions Related to
Use of Career Education Materials According to School Type
(N = 204)

Question	<u>Elementary</u>		<u>Middle/Junior High</u>		<u>Senior High</u>		<u>Other</u>	
	N	%	N	%	N	%	N	%
1	76	90.8	54	87.0	60	78.3	14	78.6
2	69	98.6	47	100.0	47	100.0	11	100.0
3	68	100.0	47	100.0	47	100.0	11	100.0
4	68	44.1/50.0*	47	34.0/59.6*	47	31.9/66.0*	11	27.3/72.7*
5	30	96.7	16	75.0/18.8**	15	93.3	3	100.0

*No, but plan to in the near future

**Somewhat

Note: The N for each question varies according to the number of "Yes" responses to the previous question.

TABLE 12

Percent of "Yes" Responses to Questions Related to
Use of Career Education Materials According to Position Type
(N = 200)

Question	Teacher		Counselor		Administrator		Other	
	N	%	N	%	N	%	N	%
1	149	88.6	24	83.3	10	90.0	17	76.5
2	132	99.2	20	100.0	9	100.0	13	100.0
3	131	100.0	20	100.0	9	100.0	13	100.0
4	131	40.5/56.5*	20	20.0/80.0*	1	11.1/44.4*	13	46.2/53.8*
5	53	88.7/5.7**	4	100.0	1	100.0	6	100.0

*No, but plan to in the near future

**Somewhat

Note: The N for each question varies according to the number of "Yes" responses to the previous question.

87%, 83% and 77% respectively). The responses are fairly uniform across subgroups in terms of whether the materials were read and seemed helpful (99%-100%) but vary again when asked if the materials had already been used. The "others" and "teachers" responded "Yes" more frequently (46% and 41%) than did the counselors and administrators (20% and 11%). The percent responding that they planned to use the materials in the near future also varied among the subgroups (teachers: 57%, counselors: 80%, others: 54%, and administrators: 44%). If these two sets of responses are combined, the results indicate that almost 100% of the teachers, counselors, and others have already used the materials or plan to soon, while 55% of the administrators have used them or plan to use them. This pattern seems logical in light of the fact that the majority of the materials offered are intended for use by teachers and counselors.

A total of 13 unsolicited comments came back on the postcards, the most frequent of which are summarized here. Three people remarked that the idea of the van was a good one and its setup was impressive; two others expressed the hope that the materials and van would be available next year; two people said they needed more time with the van; and two others said they were very satisfied with the career education materials they had used.

OBJECTIVE 3: To demonstrate effective career education materials to the educational community, in particular, locally developed and employed materials.

Indicators:

- a) Quantity of locally developed materials identified and put in a format which is presentable to other educators; and
- b) The demonstrations of locally developed materials either on the mobile resource unit or at work-shops.

Results: The identification, recording and demonstration of locally developed career education materials and programs has not been accomplished to date. The 3-M "sound on slide" recorder-projector which was acquired for this purpose has been used to record one presentation, "A day on the van." This presentation provides an audio-visual tour of a visit by the mobile unit to a Rhode Island High School. This recording has been shown at several professional meetings to demonstrate the use of the van as a mobile delivery system.

A consultant contracted to develop materials about women in non-traditional careers has completed ten interviews with Rhode Island women who hold unconventional jobs. The interviews have been recorded on cassette tape and include selections from ten of the fifteen career clusters. The consultant also developed an index card directory of 144 local women in non-traditional careers who are willing to speak with students about their jobs. (For a further discussion of these materials see the results for Objective 5 below.)

OBJECTIVE 4: To develop a statewide information network about career education.

Indicators:

- a) Mailing lists;
- b) Number of newsletters;
- c) Existence of a central location for career education resources;
- d) Presentations at career education meetings; and
- e) Number of requests for career education materials.

Results: The establishment of a statewide information network about career education can be documented by noting both the project's outreach activities and the number of requests for its services. The indicators for this objective have pertained to other objectives as well and consequently will be only briefly mentioned here.

a) and b) The project staff have developed and utilized several mailing lists to publicize the existence of the project and career education in general (Table 1). The mailing lists have been used to disseminate introductory letters, the project brochure, and the five newsletters which have been discussed as part of the results related to the first objective.

c) The central location that serves as a base for the project staff and houses the career education resources provides a focal point for the statewide information network. The location and physical arrangement of the project office in Mann Hall on the Rhode Island College campus has been described in the interim evaluation report (p. 3).

d) and e) The many requests for career education materials, resources, and demonstrations indicate the project's success at establishing itself as a source for career education information. A summary of the staff's efforts in this regard includes their representation at 23 professional meetings and the presence of the project van at 79 schools and 7 of the professional meetings. Over 12,000 career education materials have been copied and/or borrowed for use by the 1,300+ school staff members who have visited the van.

The project telephone log indicates an overall total of 385 recorded calls, 57% of which are to or from schools. Table 13 reports the number of calls according to ten categories. Over fifty percent of the total calls occurred during January, February, and March. Most of these calls were requests for a visit from the van. The remaining calls noted on the log also indicate that the project was establishing itself as a source of career education information.

The positive results from the telephone interviews and questionnaires returned from school personnel and other members of the educational community are a further indication of the extent to which the project has become a known resource in Rhode Island.

OBJECTIVE 5: To make available curricular materials that classroom teachers can use to inform young women about nonconventional career possibilities.

- Indicators:
- a) Identification of local and national contacts relative to this objective;
 - b) List of available materials and resources;
 - c) Extent of publicity about these materials and resources;
 - d) Number of requests received for demonstrations and/or use of these materials; and
 - e) Establishment of a state-wide speaker's list of women who exemplify non-conventional careers for women.

Results:

a) The telephone log (Table 13) indicates that 13 calls have been made regarding the identification of local and national contacts for non-conventional careers for women. A consultant was identified and subsequently hired to further develop materials and resources to help young

TABLE 13

Mobile Career Education Resource Unit
Telephone Log Tally

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
1. Schools	17	10	29	16	28	46	37	11	15	10	219
2. Washington Career Ed. Office	2	1	0	1	1	3	0	0	0	0	8
3. Local Career Ed. Project	0	5	4	0	0	3	0	0	0	0	12
4. Contracted Consultants	2	2	1	2	0	1	0	0	0	0	8
5. Business Community	4	0	0	0	1	0	0	0	0	0	5
6. Rhode Island Department of Education	2	5	1	2	2	6	1	0	0	0	19
7. Bilingual	0	0	1	0	1	1	0	0	1	0	4
8. Changing Women's Roles	0	0	7	0	0	6	0	0	0	0	13
9. Other Educational Institutions	0	2	3	0	3	2	0	0	0	0	10
10. Other	12	14	2	1	15	37	3	1	2	0	87
Grand Total											385
Total Calls in	23	18	10	14	41	63	10	1	0	0	180
Total Calls out	16	21	38	8	10	42	31	11	18	10	205

Grand Total: 385.

women make career decisions.

b) In addition to the 114 items acquired from other sources, three sets of materials pertaining to this objective were developed by the consultant to the project. First, ten audio-cassette tapes aimed at young women at the junior high/middle school age have been completed. The cassettes discuss affective concerns, e.g., time, responsibility, self-growth, family demand, etc., of jobs representing ten of the fifteen occupational clusters identified by the U.S. Office of Education. Jobs discussed include: attorney, newspaper editor, carpenter, zoo keeper, civil engineer, and a graphics education specialist.

The consultant also developed several examples of junior high/middle school level activities for eliminating sex and role bias and creating better self-awareness. These materials have been incorporated into a booklet titled, "Growing Up," which is available from the project free of charge.

Finally, a list of 144 Rhode Island women that students can contact to discuss job possibilities and career opportunities was added to the project's resources. Compiled during the first four months of 1977, the index card file provides the following information on the 144 women identified: name, job presently held, address, a job description, by whom they were referred, time when they can be called, and other pertinent information. The jobs which these women exemplify include: virologist, dean of a college, realtor, systems engineer, photographer, and chemist.

c) These materials and resources were advertised in every press release and were described in the introductory letters, the brochure, and the newsletters. As an example, the fourth newsletter (Appendix C) described

a newly acquired "how-to" packet for classroom teachers or group leaders titled, Classroom Activities for Student Awareness of Sex Stereotyping.

d) There has been no visible evidence of specific requests from schools for the demonstration or use of these materials to date. This issue was discussed in the "From the Driver's Seat" article in the fifth newsletter which expressed disappointment over the "seeming lack of interest in the need to reduce and eliminate traditional sex-role stereotyping in the career awareness program." One request for these materials did come from the Girl Scouts for their April, 1977, Career Weekend. The project field-tested its "Growing Up" booklet at this time.

e) A state-wide list of women who exemplify non-conventional careers for women was developed for telephone contacts rather than a speaker's bureau as originally planned. This list of telephone contacts was discussed above.

OBJECTIVE 6: To develop career education materials for bilingual and/or non-English speaking students.

Indicators:

- a) Identification of resources for possible use;
- b) Contracting with a consultant for the development of materials; and
- c) Quantity of materials developed.

Results:

a) As a follow-up to the career education project staff's visit to the Multilingual Multicultural Resource and Training Center of New England in December, 1976, the Center coordinator wrote an article for

the project newsletter. The article described the services and materials available at this federally funded bilingual/bicultural education project in English, Portuguese, and Spanish.

b) Several local educators were identified to serve as project consultants for the development of bilingual career education materials. Contractual arrangements were never finalized, however, and the materials were not developed.

OBJECTIVE 7: To make career education information available to teachers of recently arrived students who are bilingual and/or non-English speaking.

Indicators:

- a) List of developed materials and resources acquired and made available on the mobile unit or in the career education center;
- b) Extent of publicity about these materials and resources; and
- c) Number of formal requests received for demonstrations and/or use of these materials.

Results:

a) and b) Twenty titles relating to bilingual career education materials have been acquired and made available by the project. (See Table 7.) In addition to being advertised in the project's press releases, brochures, and introductory letters, the "resources available" section of the fourth newsletter describes a series for Spanish/English speaking students, grades K-6. The series, entitled, Discover the World of Work/Descubre El Mundo Del Trabajo, includes three levels, each appropriate for a different range of reading ability. Four complete sets of this series have been acquired and made available by the project.

c) To date, there has been no evidence of formal requests for the use of these materials.

Performance Objectives

The performance objectives were stated in order to specify in numerical terms some of the activities listed in the project objectives. The results of these objectives have been explained in detail in the preceding portions of this report and are summarized here:

1. The mobile resource unit will visit a total of 50 Rhode Island elementary and secondary schools.

During the months of January through June, 1977, the van visited a total of 76 Rhode Island schools and three out of state schools.

2. The mobile unit will be in attendance at five statewide professional educators' meetings.

The mobile unit was present at the following meetings:

April 28	Rhode Island Personnel and Guidance Association
May 2	Rural Career Education Workshop, sponsored by the Cashmere, Washington, Career Education Project in Boston, Massachusetts
May 12	New England Association for School, College and University Staffing (New Hampshire)
May 26	Rhode Island Executive Council for Occupational and Career Education (RIECOLE)
June 16	National Alliance of Businessmen Second Annual Youth Motivation Task Force

3. Four career education newsletters will be written and distributed.

A total of five newsletters have been written and distributed:

Volume I, Issue 1, #1, December, 1976
Volume I, Issue 1, #2, January, 1977
Volume I, Issue 1, #3, January-February, 1977
Volume I, Issue 1, #4, March-April, 1977
Volume I, Issue 1, #5, May-June, 1977

4. Contact will be made with all public and private elementary and secondary schools in Rhode Island.

The mailing lists indicate that all 471 of the public and private schools were sent the written literature about the project.

5. Five locally developed career education programs will be transferred to an audiovisual format for demonstrations on the mobile resource unit.

No locally developed career education programs were transferred to an audiovisual format. One presentation regarding the use of the van was recorded.

IV. SUMMARY

The Mobile Career Education Resource Unit project has successfully accomplished five of its seven objectives. It has publicized career education in Rhode Island and informed the educators in the state that it is available to offer materials and services. The survey results from randomly selected school personnel indicate that 77% of the principals, 55% of the teachers and 91% of the counselors who responded had heard of the project and various subsets of these knew more specific details about the resources the project had to offer. The survey results from the educational community indicated that 79% of the respondents had heard or read about the project and portions of these knew about the more specialized services the project offered. (Objective 1)

Approximately 1,600 career education materials have been made available to the educational community in Rhode Island through this project. The mobile unit has carried materials to 79 schools and over 1,300 school personnel have come aboard. The results received from those who took materials from the mobile unit indicated that 99% had read through these materials and 37% had already used them, while an additional 58% planned to use them in the near future. (Objective 2)

A statewide information network about career education has been established through the existence of the project's central office, and its publicity efforts, mailing lists, phone contacts, and appearance at gatherings of twenty-three professional groups. (Objective 4)

Materials to inform young women of non-conventional career opportunities have been acquired by the project and an additional set of materials was developed under their auspices. (Objective 5)

Although already developed materials for bilingual and non-English speaking students were acquired by the project and included on the van, (Objective 7), no new materials of this nature were developed. (Objective 6) Also, no locally developed career education materials were transferred to an audio-visual format for presentation to other school staff members. (Objective 3)

It is the evaluator's opinion that in light of the diversity of the project's objectives, its limited staff, and the nature of the outreach service it offered, the project has been remarkably successful in advancing the concept of career education in the state of Rhode Island.

APPENDIX A

MOBILE CAREER EDUCATION RESOURCE UNIT

Principal Interview

Principal's Name _____ Date of Interview _____
School _____ Interviewer _____
Address _____ Elementary School
_____ Middle/Junior High School
Phone # _____ High School

INTRODUCTORY STATEMENT

Hello, my name is ----- and I'm from the Center for Evaluation and Research at Rhode Island College. We are evaluating a federally funded career education project located on campus and would like to ask you a few questions which will take approximately 10 minutes. If this is an inconvenient time, I'll be happy to call back at a better time.

COMMENTS

1. Have you heard or read about the career education project located at Rhode Island College?

Yes ____ No ____

2. Have you received any printed information about this project?

Yes ____ No ____ (If no, skip to question 5.)

3. If so, did you "post" this information so other staff members could read it?

Yes ____ No ____

4. Have you read the information you received?

Yes ____ I skimmed it ____ No ____

5. Prior to my calling, were you aware that career education materials are available through this project?

Yes ____ No ____

Principal Interview (Continued)

6. Did you know that a van filled with career education materials will visit your school upon request?
- Yes _____ No _____ (If no, skip to question #9)
7. Did you make a request for the van to visit your school?
- Yes _____ No _____ (If no, skip to question #9)
8. Has the van visited your school yet?
- Yes _____ No, but it is scheduled for a later date. _____ No, no date has been set. _____
9. Were you aware that workshops on career education will be conducted in your school upon request?
- Yes _____ No _____
10. Did you know that information related to non-traditional careers for women is available through this project?
- Yes _____ No _____
11. Were you aware that career education information is available for teachers of bilingual or non-English speaking students through this project?
- Yes _____ No _____
12. Did you know that the project staff is available to help school staff members develop career education materials?
- Yes _____ No _____
13. Would you assist us further with our survey by allowing us to send a questionnaire to counselors and selected teachers in your school? The questions will be similar to the ones we have just asked you, and will require approximately five minutes to complete. If you agree, we will send a package of forms for you to distribute to counselors and teachers. A return envelope will be provided. Is this an agreeable arrangement?

Principal Interview (Continued)

Response:

14. Could you tell us the number of teachers in your building? (All teachers) _____
15. The number of counselors? _____

Thank you very much for your assistance. The forms will arrive shortly.



Rhode Island College

Providence, Rhode Island 02908
Established 1854

Center for Evaluation and Research

Thank you for answering our questions about the Career Education project and for agreeing to distribute and return the enclosed questionnaires.

Please give one questionnaire to each of the counselors in your building and then randomly select the teachers who will receive questionnaires by using the following procedure.

- 1) Using an alphabetical list of teachers' names, number each name.
- 2) Find the row which indicates the total number of teachers in your building in the table below. Give the questionnaires to the teachers whose names correspond to the random numbers listed in that row. For example, if the total number of teachers in your building is between 1-30, give the questionnaires to teachers who number 1, 4, 7, and 15 on your alphabetical list. Select teachers until the next random number exceeds the number of teachers in your building.

Total Number of Teachers
in Building

Random Numbers

1-30.....	1, 4, 7, 15
31-45.....	14, 15, 18, 24
46-60.....	14, 15, 18, 23, 34
61-75.....	4, 36, 40, 57, 69, 72
76-90.....	7, 15, 16, 27, 30, 55, 88
91-105.....	2, 25, 32, 39, 41, 56, 63, 91
106 or more.....	22, 36, 51, 55, 66, 77, 92, 102, 129

Please distribute these forms as soon as possible and return them in the enclosed envelope by May 31, 1977.

Thank you very much for the time and effort you've invested in helping us with this evaluation.

Sincerely,

Nancy Zajano

Nancy Zajano
Research Associate

NZ/beb



Rhode Island College

Providence, Rhode Island 02908
Established 1854

Center for Evaluation and Research

May 17, 1977

Dear Colleague:

A federally funded project to provide career education materials to schools in Rhode Island is currently located at Rhode Island College. As a part of the evaluation of this project randomly selected teachers and counselors are being asked to answer a few questions.

Please take five minutes to respond to the questions on the next page as honestly as you can. We are interested in your awareness of this project prior to receiving this form. Thank you very much for your assistance.

Sincerely,

Nancy Zajano
Research Associate

NZ/beb
Enclosure

MOBILE CAREER EDUCATION RESOURCE UNIT

Teacher/Counselor Questionnaire

I am a: _____ teacher _____ counselor (including part-time counselors)
(Check one)

1. Have you heard or read about the career education project located at Rhode Island College? Yes _____ No _____
2. Have you seen any printed information about this project in your school? (If not, skip to question 4). Yes _____ No _____
3. If so, did you read the information? Yes _____ No _____
4. Were you aware that career education materials are available through this project? Yes _____ No _____
5. Did you know that a van filled with career education materials will visit your school upon request? Yes _____ No _____
6. Were you aware that workshops about career education will be conducted in your school upon request? Yes _____ No _____
7. Did you know that information related to non-traditional careers for women is available through this project? Yes _____ No _____
8. Were you aware that career education information is available for teachers of bilingual or non-English speaking students through this project? Yes _____ No _____
9. Did you know that the project staff is available to help you develop career education materials? Yes _____ No _____

Any comments you wish to make:

Thank you. Please return
to your school office by May 31, 1977.



Rhode Island College

Providence, Rhode Island 02908
Established 1854

Center for Evaluation and Research

May 16, 1977

Dear Colleague:

A federally funded project to provide career education materials to schools in Rhode Island is currently located at Rhode Island College. As a part of the evaluation of this project randomly selected members of the educational community are being asked to answer a few questions.

Please take a few minutes to respond to the questions on the next page as honestly as you can. We are interested in your awareness of this project prior to receiving this form. Thank you very much for your assistance.

Sincerely,

Nancy Zajano
Research Associate

NZ/beb

MOBILE CAREER EDUCATION RESOURCE UNIT

QUESTIONNAIRE

1. Have you heard or read about the career education project located at Rhode Island College? Yes ___ No ___
2. Have you received any printed information about this project? (If not, skip to question #4.) Yes ___ No ___
3. If so, did you read this information?, Yes ___ No ___
4. Were you aware that career education materials are available through this project? Yes ___ No ___
5. Did you know that a van filled with career education materials will visit schools and professional meetings upon request? Yes ___ No ___
6. Were you aware that workshops about career education will be conducted in schools and at professional meetings upon request? Yes ___ No ___
7. Did you know that information related to non-traditional careers for women is available through this project? Yes ___ No ___
8. Were you aware that career education information is available for teachers of bilingual or non-English speaking students through this project? Yes ___ No ___

Any comments you wish to make:

Thank you. Please return in the enclosed envelope by May 27, 1977.

APPENDIX B

PLEASE HELP US EVALUATE OUR EFFORTS; COMPLETE THIS CARD AFTER YOU'VE HAD A CHANCE TO USE THE MATERIALS.

I work at (check one)

☐ elementary school
☐ middle/junior high school
☐ high school
☐ other: please specify _____

I am a (check one)

☐ teacher; ☐ counselor; ☐ administrator
☐ other: please specify _____

PLEASE CONTINUE ANSWERING THE QUESTIONS UNTIL YOU CHECK A "NO" RESPONSE; THEN STOP AND MAIL THIS CARD.

1. Did you take any career education materials with you after visiting the mobile unit? ☐ yes ☐ no
2. Did you read through the materials you took? ☐ yes ☐ no
3. Did the materials seem helpful? ☐ yes ☐ no
4. Did you actually use any of the materials or the ideas suggested in the materials? ☐ yes ☐ no, but plan to in the near future ☐ no
5. Were you satisfied with the results? ☐ yes ☐ somewhat ☐ no

MAIL NO LATER THAN MAY 31, 1977

APPENDIX C



CAREER EDUCATION PROJECT

MOBILE CAREER EDUCATION PROJECT RESOURCES UNIT

VOLUME I ISSUE #3
JANUARY-FEBRUARY 1977
EDITOR: ELLEN G. WEAVER

STAFF DIRECTOR: DR. RONALD A. ESPOSITO
MATERIALS SPECIALIST: FRED MASON
GRADUATE ASSISTANT: ELLEN G. WEAVER

Our Special goals:

To heighten the visibility of career education in the state of Rhode Island.

To raise the consciousness of Rhode Island teachers, administrators, and citizens about the potential of career education for improving the quality of students' educational experience.

To demonstrate effective career education programs, in particular, those which are locally demonstrated and employ locally developed materials.

To develop a state-wide information network about career education.

To make available materials to be used by classroom teachers to educate young women about non-conventional career possibilities.

To develop and make available career education instructional materials.

Our mobile unit has arrived - all 23 ft. of shining metal to be quickly made ready for our uses. Courtesy of the helpful folks of Davies Vocational facility, several sections of shelving have been built and installed in the unit, thus paving the way for the insertion of career education materials. The materials on board will have been especially selected (from among K-12 listings) for the level of school visited on a particular day. They will include general curriculum guides, which have been developed both locally and nationally; the latest in multi-media kits which may be loaned for a 1-week period, books for student use and "how to" career education textbooks for student personnel. The mobile unit will also include a growing collection of handout materials, explaining various aspects of career education as well as providing up-to-date resources for teachers and counselors.

The custom-built mobile unit has been ably designed to best accommodate small groups of teachers and administrators. We have a limited seating capacity and perusal area. The mobile unit will also be equipped with the latest in audio-visual hardware, plus a 3M replicator which will serve to duplicate materials to be taken directly from the unit.

To better explain the modus operandi of the unit, an ideal "typical day" situation may be applicable. A van reservation form, obtained by the individual school from past Career Education Project mailings, will have offered a date which will have been confirmed by our staff. Flyers to be posted in conspicuous places throughout the school will be aware of our arrival date. We will arrive at the individual school and dependent upon the size and needs of the staff, will spend sufficient time on-site to assist their concerns. The school personnel will then peruse the material on the mobile unit at their own pace - we will facilitate if

requested. At that time, we will replicate copies of teacher-made lesson plans and curriculum guides for all subjects and levels of student achievement, grades K-12. All are "tried and true" methods of implementing career education concepts into actual classroom practices. These may be taken directly from the mobile unit and become the property of the teachers - please enjoy and use successfully. Other materials may be loaned out on a limited basis, as they are the property of the Project. We ask that a very brief evaluation form be filled out and returned to us when use of the materials has been completed. These materials, which again have been designed for classroom use, include the most accurate career education information accessible to us. Incidentally, many school librarians and resource personnel have been most interested in our materials-taking publishers' names and addresses for ordering instructional activities in the future.

After perusal of the materials, we will allocate some time to assess the needs of the school staff as they pertain to career education. We are most anxious that as many staff members as possible try spare some time from their busy day to come aboard - be sure to ask questions, check out materials, serve yourself hot coffee or preview a filmstrip. As time permits, we hope to allow for limited return visits to selected schools for the purpose of conducting workshops, seminars and presentations in order to best facilitate career education concepts in classrooms. Each school will then be expected to conduct follow-up activities, developing career education practices in classroom deliveries.

From time to time, we will be employing the services of selected individuals who will travel with us on the mobile unit. These folks will be local teachers who are well versed in career education practices and individuals with related career education projects. All are there for the purpose of assisting teachers in on-site locations - their expertise will become yours.

"From the Driver's Seat"

-by Ron Esposito

I am happy to report that our first month on the road has been met with enthusiastic acceptance. Teachers have been happy to find classroom material, and ideas so accessible. The need for educators to be aware of the multiplicity of materials available to them is important, and I am pleased that this project can satisfy that need.

On behalf of the staff of the project, we wish to thank the schools we have visited for their warm hospitality and acceptance. It has made us feel that our efforts have been worthwhile.

Seventy schools have been scheduled through June 1. I wish we had more time to service the additional schools that have requested a visit. We hope that the Office of Career Education will refund us for the 77-78 school year. Every attempt will be made to secure continuation of the project.

We would suggest your school librarians visit the mobile unit. We find certain materials that teachers respond favorably to, and could help your librarian identify these so they could be ordered for the school. New requests for Title IV - B monies (Library - Guidance Materials) will be coming in the spring so some financial insight be available for these materials. Check with Ms. Carole Clayton (Title IV Office, State Dept. of Education) for more information. Again, thank you for your interest and support for our project.

P.S. You should all be aware that a 250 million dollar, 5 year, Career Education Bill has been introduced in the U.S. House of Representatives. With your support, the successful passage of this bill would greatly enhance your local efforts to supplement Career Education.

This issue will feature three short articles by contributors associated with the interests of career education in Rhode Island. The first article is by Ms. Karen Carroll of the Rhode Island State Council on the Arts, the second is by Ms. Adeline Becker of the Multilingual Multicultural Resource and Training Center of New England, and the third by our own Mr. Fred Mason, Materials Specialist, with the Mobile Career Education Project Resources Unit.

Careers in the Arts: Two ways to go

1. The student considering a career in the arts goes to his teacher, asking for information about career options, training possibilities, how to survive out there. In addition to inspiring this student's interest in the arts and developing his skills, the teacher is really the one who has to respond to these questions. A report by the Music Educators' Association, MENC reported in 1974 that while teachers wanted to help, they just did not have the time or resources to do what we now call career education.

With the advisement of the R.I. Art Teachers' Association and the R.I. Music Educators, the State Council in the Arts set about to design a program addressed to this problem: ARTSWORKS

ARTSWORKS is now in its third year and has developed a workshop series that can be taken out to the high schools and communities in this state. This year exemplary programs focused upon the special interests of students.

Woonsocket Voc. Tech: exploring the arts in child care careers

Davies and Tollgate Voc. Tech: exploring the visual communities careers

Aquidneck Island: (Feb. 21-25 and April - open to all students on the island) - exploring careers in the visual arts, writing and theatre.

All programs are partially funded by a grant for career education from the State Department of Education. A local financial match of \$400, will purchase a school workshop series usually spanning two to three months with weekly or twice weekly sessions. The Aquidneck Island ARTSWORKS is open to all students by a tuition of \$15.00 per week.

Project Director is Bernadette Hackett. Contact her through the Center for Career Education in the Arts, 421-5897 or through the State Council, 884-6410. Limited program series can still be booked for this year, and it is suggested that bookings be planned now for next year.

The center for Career Education in the Arts is a program for gifted and talented high school students who desire the opportunity to work five days a week, 3 hours each day, developing their skills and exploring arts careers. Students can major in art, dance, music, theatre or writing and take courses in several art forms if they are multiply-talented and so interested. The center primarily takes juniors and seniors and has students coming to the Providence Center from schools as far away as Woonsocket to Warwick and Ponagansett to East Providence. The center is funded by a grant from the U.S. Office of Career Education and the State Council on the Arts. It is tuition free to students. For more information, call 421-5897, 1-4 pm daily. Project Director, Karen Carroll.

Footnote: In the near future, the center hopes to have one of its artists going out on the van to talk to teachers about careers in the arts and career education. We'd like especially to talk to teachers interested in developing their school programs for junior high and elementary grades. Please advise Ron Esposito of special interest areas when booking a visit by the van.

The Multilingual Multicultural Resource and Training Center of New England, located at 86 Fourth Street in Providence, R.I., 02906, phone 331-3627, is designed to assist bilingual-bicultural programs throughout the state. It is a federally funded project, with similar centers across the country. It seeks to aid the bilingual-bicultural educational population by serving need areas, offering the assistance of specialists in Cape Verdean Creole, French, Italian, Portuguese and Spanish.

The center offers many services for educators including:

1. a needs assessment program
2. a resource library
3. a field testing service for materials
4. a referral to other helpful sources

P.S. The staff of the CEP had the opportunity to visit the Center in December, and found their resources and staff to be excellent. The Center is open, willing and anxious to help interested parties who receive assistance in the area of bilingual-bicultural education.

Este Centro esta' ao Servico de todos os programas bilingués da Nova Inglaterra. Os nossos especialistas estao inteiramente a' vossa disposicao a fim de vos ajudar e colaborar no desenvolvimento do vosso programa.

Trabalhando unidos podemos alcançar um fim comum: O melhoramento do sistema de Educacao Bilingue.

Este Centro esta' al servicio de todos los Programas Bilingües de Nueva Inglaterra. Nuestro personal especializado esta' a su entera disposicion para ayudarle y colaborar en el desarrollo de su programa.

Tarabajando juntos lograremos un fin comun: un mejor sistema de Educacion Bilingue.

The Career Education Project can offer teachers throughout the state a host of materials in a number of career education areas, K-12. The project's collection is separated into seven general categories.

There are in the first and second category, a multitude of materials in Occupational Information and general career education. These include the Dictionary of Occupational Titles, as well as other related occupational information. There are also professional readings in the evolving concept of career education, reports on career education throughout the nation, and information on initiating your own career education program at your school.

There are as well, categories in Elementary, Middle-Junior High and Secondary schools. These materials are both commercially-prepared and teacher-developed materials from throughout the nation, as well as from here in Rhode Island. Both print and multi-media materials are available to you at the specific grade level of your students. Curriculum guides and learning activity packages are numerous in these categories. There are two additional categories as well, available through the Mobile Career Education Project Resource Unit. These materials deal with bilingual-bicultural career education, and non-traditional career education for young women. Plans for the development of many more materials in these two categories are underway presently.

Most of the materials from our project can be reproduced or borrowed, so that teachers throughout the state will be able to use the materials directly with students in their classrooms.

Apprenticeships Available

The operating engineers' union, Local 57, is seeking application from qualified young adults in good health of at least 18 years of age. This training program, which requires completion of a high school diploma or an equivalency, would begin in April, 1977 and would run for 8 weeks at 40 hours per week. Following this program, students would be expected to attend evening classes twice per week for a minimum of 180 hours per year, and all day Saturday. The complete apprentice term runs for 3 years.

Applications may be obtained during the period, January 31, 1977 to February 28, 1977, at the Local 57 Apprenticeship Office -

141 Gano Street
Providence, R.I. 02906 (401-421-7298)
Hours: 9-12am, 1-2pm

We have been "on the road" for just over one month now, and have been overwhelmed by the enthused response of the schools visited. So many of you have expressed a strong interest in our project - thank you. Unfortunately, due to limitations of time, staff, and our own grant, we can no longer book new mobile unit reservations. We regret this necessary decision, but, will service schools already solidly booked through June. If your school has not been visited however, despair not! There is a chance for schools thus bypassed to have a real input into the future of the project. We consider the written desire of each school not visited who estimate our visit to be of benefit to their population to be of vital (let me stress that) vital importance for the re-funding of our grant so that we might indeed visit you in September. If you are interested in the continuance of the Mobile Career Education Project Resource Unit, please fill in and mail the following form to us by March 15 - you can only help your student! Thanks from the staff.

THE MOBILE CAREER EDUCATION PROJECT RESOURCE UNIT

Your Name: _____ Type of School (check one)
Name of School: _____
Title: _____ ☐ elementary
Address: _____ ☐ middle/junior high
Telephone: _____ ☐ high
Special Interests: _____ ☐ vocational

Please check:

_____ Yes, I view the efforts of this Project to be of benefit to the interests of my school, and I would greatly appreciate a visit by the mobile unit during the 1977-1978 school year.

Return to: Career Education Project, Horace Mann 049, Rhode Island College, 600 Mount Pleasant Avenue, Providence, R.I., 02908 - by March 15th.

On Thursday afternoon, January 27th, the staff gave a small "van-warming" party to interested members of the Rhode Island College community aboard the mobile unit. These are the results:



(L-R) The staff of the Project; Ellen G. Weaver, Fred Mas and Dr. Ronald Esposito



(L-R) Mr. Arthur Tartaglione, Career Education Consultant, R.I. Dept. of Education and Dr. Ronald Esposito, Director of the Mobile Career Education Project Resources Unit

Rhode Island College
600 Mt. Pleasant Avenue
Providence, Rhode Island 02908

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CAREER EDUCATION PROJECT

MOBILE CAREER EDUCATION PROJECT RESOURCES UNIT NEWSLETTER

VOLUME I ISSUE #4
MARCH-APRIL 1977
EDITOR: ELLEN G. WEAVER

STAFF DIRECTOR: DR. RONALD A. ESPOSITO
MATERIALS SPECIALIST: FRED MASON
GRADUATE ASSISTANT: ELLEN G. WEAVER

Our Special goals:

To heighten the visibility of career education in the state of Rhode Island.

To raise the consciousness of Rhode Island teachers, administrators, and citizens about the potential of career education for improving the quality of students' educational experience.

To demonstrate effective career education programs, in particular, those which are locally demonstrated and employ locally developed materials.

To develop a state-wide information network about career education.

To make available materials to be used by classroom teachers to educate young women about non-conventional career possibilities.

To develop and make available career education instructional materials.

A Brief Recap...

Spring has arrived, as evidenced by the swinging screen door of our mobile unit, be sure to come aboard and chat with our staff when the unit arrives at your school. During these visits, the staff will attempt to identify relevant career education materials to the classroom teacher, guidance counselor or administrator specific to their interests. Such materials may be xeroxed directly on board or may be checked out on loan for a one week period. We welcome any and all members of on-site personnel, and serve hot coffee and free advice. Our mobile unit will be stationed right outside through most of the school day and if desired, after hours also, to accomodate individuals unable to pry themselves away from already busy schedules.

The mobile unit will be stocked with free handouts, audio-visual equipment, curriculum guides and professional texts—all selected for their curriculum-infusion approach and appropriate for the level of school visited, by that K-12. The materials have been chosen adequately to develop both affective and cognitive domains of the educational process ranging from the more factual, "What does an electrician do?" approach to a more global career development model dealing with value clarification, the decision-making process and life planning goals. This seeming potpourri offers educators a glimpse of the career education materials presently on the market and of the excellent ideas spawned by classroom teachers. Such a perusal of our materials may well stimulate your own ideas or encourage your school to invest in a few, well chosen, low cost items best suited for your students.

The mobile unit has been very busy traveling to over sixteen schools in March and is slated for another eleven in April, including a generous sprinkling of elementary, middle/junior high and high school levels. The month of March proved to be very hectic for the staff of the Mobile Career Education Project Resource Unit as we attempted to combine mobile unit

travel with other related career education activities. Our Project Director journeyed to Dallas, Texas early in the month for the annual American Personnel and Guidance Association convention which proved both fruitful and enjoyable. Upon his return, we finished the extremely important task of rewriting our grant for next year, even managing a March 15th deadline date! As you are all aware of, our continued existence is dependent upon federal funding and we thank all of you who added their written support. We hope to return the favor by visiting with you again in September. Our Director was also asked to testify before a Senate sub-committee concerning the future of bill H.R.7 which is of great interest to us all. (See the latest issue of American Personnel and Guidance Association's Guide Post.)

Our staff enjoyed a visit from Ms. Grace Watson, United States Office of Education representative, who offered helpful criticisms and encouragement to us - we appreciated her time and expertise. Also during the month of March, the Project initiated teacher workshops both in Newport and Woonsocket which were both well attended and informative. Teachers expressed a strong interest in the infusion of career education materials and concepts in individual classrooms to meet their particular needs. These sessions were judged as highly successful and we hope to extend this service to additional school systems in the future.

April has been slated as catch up month as we allow a maintenance crew to spruce up our mobile unit and finally! paint our logo on either side. Farewell, anonymity! Our work with the career education interests in Rhode Island continued as Ellen Weaver was asked to participate in a Careers Weekend planned by the Girl Scouts and spoke to nearly seventy-five young women concerned with career options. This was viewed as an excellent opportunity to field test our growing collection of self awareness activities for young women (ideal for either group or classroom sessions/and seemingly was well received by the participants. Many of the young women present voiced a real concern as to their futures and expressed a strong interest in continuing an exploration of various career options. Also during the month of April we will pay host/hostess to Dr. Harold Guard of the National Center for Career Education in Montana as he will be visiting the Boston area and was most interested in viewing our Project first hand. News really travels!

Our staff will also travel to Boston April 30th with the mobile unit to be present at a regional conference of school administrators and school board members sponsored by the National School Board Administration. Dr. Kenneth Hoyt and Sidney Marland will be featured speakers at this conference which proves to be well attended and informative.

Upcoming Events...

The Mobile Career Education Project Resource Unit will be featured at the Rural Career Education Workshop sponsored by the Cashmere, Washington Career Education Project in Boston, May 1-5th. On Tuesday May 2nd, the staff will present a session to workshop participants which has been designed to focus upon the utilization of a mobile unit in rural areas, and will open the mobile unit to visitors. We are very interested in swapping career education ideas and innovations with other regional practitioners and are looking forward to the opportunity to "show off" the mobile unit and its nearly limitless opportunities to acquaint field educators with career education.

Both our Director and Graduate Assistant will travel to Portsmouth, New Hampshire on May 12th to attend a conference sponsored by the New England Association for School, College and University Staffing (NEASCUS); Dr. Esposito will be a guest speaker concerning the Project and will also discuss career development in Rhode Island.

The following article has been written by Mr. Arthur Tartaglione, Career Education Consultant at the Rhode Island State Department of Education.

Career Education State Plan: Activities

On March 14, 1977, I submitted to the Office of Career Education, United States Office Education, our 1977-1978 Career Education State Plan proposal. We are seeking funding from July 29, 1977 to July 28, 1978 in order to develop a Career Education State Plan that is truly reflective of the needs of the people of Rhode Island. Also included in next year's proposed budget is a line item for Houston Follow-Up Activities along with a description of such activities (See below for a listing of activities for the Houston Conference Follow-Up as they pertain to the proposed State Plan). The Houston Follow-Up Group is the Rhode Islanders that attended the Commissioner's National Conference on Career Education (November 7-10, '76). Each state is eligible to include up to \$10,000. in their proposed budget for state follow-up activities to the Houston conference that relate to the development of the state plan for career education.

In addition to collecting all career education needs assessments, surveys and evaluations that have been done in Rhode Island during the last two years, we will administer two instruments between now and June, 1977 that will aid us in adequately identifying the career education needs of the people within our state. One instrument will attempt to validate a definition of career education as expressed in terms of learner outcomes, and the other instrument will be our adaptation of the Michigan State Department of Education's "The Nature, Status, and Scope of Career Education Programs". When all the data is collected, it will then be the Core Planning Group's (composed of myself and seven members of the Advisory Council for the State Plan for Career Education) task to interpret the results and develop goals and objectives that are reflective of the identified needs.

If you have any questions or concerns, please do not hesitate to call me (277-2691, ext. 24).

Houston Follow-up Activities for the Development of the State Plan:

On February 18, 1977 the Rhode Island Houston follow-up group met to discuss their priorities for follow-up activities. The following is a summary of their proposed activities.

1. Regional Career Education Awareness Workshops to specific groups, e.g. educator, community, parent, business, industry, labor, professional, and government.
2. Career Education pamphlets designed to expose and to clarify the concept of Career Education to the lay public.
3. A Career Education public relations campaign. A multi-media approach to improve the development of the career education concept in Rhode Island.

These activities respond to the need to clarify the misconceptions that exist in reference to the career education concept. This fundamental task must be accomplished in order to develop a solid foundation of support for career education. This support must come from all groups: educators, community, parents, business, industry, labor, professional, and government. These facilitating groups all have a role to play in the career education process, therefore, it is essential for them to clearly understand the concept and define their role accordingly.

New Resources

We are acquiring new material nearly daily and continue to process this for your immediate usage. We are very proud of our growing collection of resources for young women and multilingual/cultural students, many items will be of great help to the classroom teacher. For young women the following resources are outstanding:

1) Vocational Biographies C-7, 1973

An easy to read personal description of the views of individual women toward their career.

2) Classroom Activities for Student Awareness of Sex Stereotyping

A "how-to" packet for classroom teachers or group leaders, including specialized activities.

3) and our own Awareness Packet

A practical collection of group activities designed to stimulate discussion or brainstorming techniques.

This material will soon be supplemented by a resource list and taped interview system of local community women aimed at the junior high/middle school girl. This approach attempts to personalize our commercial materials while remaining extremely pertinent to the aspirations and fears of our Rhode Island students. We are also indebted to our women's consultant, Ms. Cheryl Livneh, who brings her expertise to this project.

For Spanish/English speaking students, grades K-6, the following have been obtained:

1) Discover the World of Work/ Descubre El Mundo Del Trabajo

This series is divided into three levels; for non-readers working with a helper, for those of limited reading abilities and for those who would profit from increased exposure to the language arts.

We are also presently developing educational materials for Portuguese speaking students and hope to make these available shortly.

Freebies

Booklets and posters depicting student's concerns about the world of work may be obtained by writing to: General Electric, Department AR, Fairfield, CT 06431.

Excellent reprints of various career options are available in a series: 1) Clerical Jobs 2) Ecology; 3) English; 4) Foreign Languages; 5) Liberal Arts; 6) Math; 7) Mechanics; 8) Outdoor Jobs; 9) Science; 10) Social Science, from the United States Department of Labor, Bureau of Labor Statistics, 1603 Federal Office Building, Boston, MA 02203.

Curriculum guides grades K-8, in the areas of language arts, science and social studies are available from Pam Serio, Career Education Coordinator, Allegheny County BOCES, 6 South Street, Belmont, NY 14813.

This newsletter is developed, printed and disseminated pursuant to the United States Office of Education Project Grant No. 554AH60370. Points of view or opinions expressed herein do not necessarily represent official U.S.O.E. position or policy.

1. The Regional Career Education Awareness Workshops can present a clear, comprehensive view of career education by utilizing, as consultants, representatives of the facilitating groups who are involved in career education. These workshops will be conducted for each facilitating group by region - Greater Providence Area, Northern Rhode Island, East Bay and West Bay. In follow-up activities, the facilitating groups will be able to define their roles in career education as they perceive them.
2. The career education pamphlets will clearly outline the concept of career education to the lay public. This should be an attractive, concise, and easy to read document that can be disseminated to PTA's, doctors' offices, shopping malls, retail stores, businesses, public building, banks, etc. This will also aid the goal of our awareness conferences.
3. The multi-media public relations campaign will complement the awareness conferences, and pamphlets quite well. The main themes of the conference and pamphlet will be condensed into an effective radio and television spot. In addition, a video-tape presentation will be put together illustrating Rhode Island career education approaches. This video-tape presentation can be utilized in teacher training and re-training activities, in-service workshops, and with the facilitating groups.

These Rhode Island Houston follow-up activities relate strongly to the development of our State Plan. First of all, the activities relate to two of the functions of our Advisory Council by promoting the development of the State Plan and improving the development of the career education concept in Rhode Island. Secondly, working closely with the facilitating groups will help us to identify the needs of Rhode Islanders by receiving their input. These facilitating groups will also aid us in identifying existing and potential resources throughout Rhode Island that could be used to develop and implement career education within the state. And finally, the activities meet the plan's objectives of involving the business-labor-industry-professional-government community, and the home and family structure in career education.

Looking Ahead...

The Mobile Career Education Project Resource Unit appreciates the return of the evaluation forms (blue, yellow or white) to our evaluation team from the Center for Evaluation and Research. These preposted checklists greatly facilitate our informational system of assessing your needs, "what really works for you?". If you have taken materials from the mobile unit; please take a few moments and fill out the card as it is our only way of providing you with material most helpful to your education interests. Thanks.

The Mobile Career Education Project Resource Unit has been receiving numerous requests from communities in nearby Massachusetts and Connecticut who have heard of the activities of our Project and are most anxious to benefit by our services. We will attempt to service a very small number of such interested schools and hope that we might expand this at some future date.

On Thursday, April 14th the Mobile Career Education Project Resource Unit was very privileged to welcome aboard Congressman Edward P. Beard as we visited Norwood Avenue elementary school in Cranston, a school attended by his daughter Diane. Beard remarked that "This is one of the most innovative ways in which the entire school community is preparing students in practical as well as academic ways for a useful and productive life style of their choice.". Pictured below (L-R) are the Congressman and our own Dr. Ronald Esposito as they examine pertinent materials.



Rhode Island College
600 Mt. Pleasant Avenue
Providence, Rhode Island 02908

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CAREER EDUCATION PROJECT

MOBILE CAREER EDUCATION PROJECT RESOURCES UNIT NEWSLETTER

VOLUME I ISSUE #5
MAY-JUNE 1977
EDITOR: ELLEN G. WEAVER

STAFF DIRECTOR: DR. RONALD A. ESPOSITO
MATERIALS SPECIALIST: FRED YASON
GRADUATE ASSISTANT: ELLEN G. WEAVER

Our Special Goals:

to heighten the visibility of career education in the state of Rhode Island.

to raise the consciousness of Rhode Island teachers, administrators, and citizens about the potential of career education for improving the quality of students' educational experience.

to demonstrate effective career education programs, in particular, those which are locally demonstrated and employ locally developed materials.

to develop a state-wide information network about career education.

to make available materials to be used by classroom teachers to educate young women about non-conventional career possibilities.

to develop and make available career education instructional materials.

A Brief Recap...

We are entering the "wrap-up leg" of our journeys with the mobile unit, planning return visits with selected schools during the first two weeks of June. These return visits are designed to build upon the foundations laid by the first visit, acquainting teachers with actual classroom practices and procedures implementing career development concepts. These schools will be involved in an informal workshop setting constructed to meet the needs of each particular school and its community.

In addition to these return visits our staff has been kept busy by our normally-hectic schedule of visitations as we approach our target of nearly seventy schools.

To this date the funding for the renewal of our grant is still we will not disappear entirely. During the summer our staff and materials will continue to be based at our mobile unit "headquarters" at Horace Mann 049. In the event that we are rendered unable to continue our services, materials are being catalogued for placement within the Curriculum Resources Center which is open to all Rhode Island teachers. We are planning to develop additional classroom activities for teachers during our non-visitation weeks, adding strength to various subject areas.

Due to our dissemination efforts, our Project has been identified by several nearby out-of-state communities as a valuable resource, hence we have scheduled a very limited time in which to service these areas. Such communities are also experiencing a need for materials and resources in career development and we are happy to be able to assist.

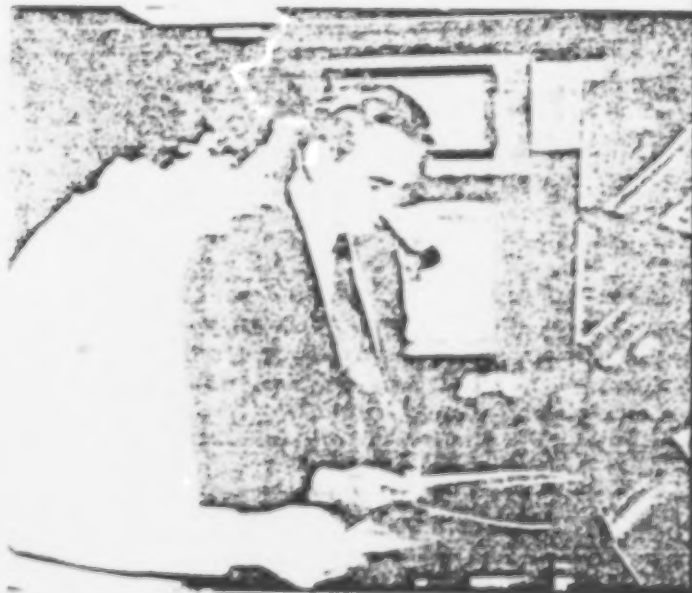
The Work Continues...

May has been a hectic month for our staff as we continued our round of visitations and relevant conferences. Dr. Ronald A. Esposito and company were featured presenters at both the annual NEASCUS conference in Portsmouth, New Hampshire and at the Rural Career Education Conference in Boston sponsored by the Cashere, Washington Career Education Project. Both events sparked off ideas and contact people nationwide, as we played "show and tell" for those attending these conferences. The Industry, Education and Labor Invitational Conference held on May 14, 1977 in Providence was also attended, as career education is a vital function of these interests-hence our representation. On May 26th, our mobile unit and entire staff attended a major Rhode Island conference, sponsored by both career education and vocational interests in conjunction with state department personnel. This conference was most fruitful and well attended by diverse educational staff.



During the Rural Career Education conference in Boston we were privileged to meet with Dr. Kenneth Hoyt, Associate Commissioner of Career Education of the United States Office of Education in Washington. Dr. Hoyt, guest speaker at the conference, enjoyed his visit aboard our mobile unit and perused a few of our many materials.

Due to our dissemination efforts, our Project has been identified by several nearby out-of-state communities as a valuable resource, hence we have scheduled a very limited time in which to service these areas. Such communities are also experiencing a need for materials and resources in career development and we are happy to be able to assist.



Since this is the final newsletter of the year I would like to share some of my thoughts as we close out the year.

We have visited over 70 schools in Rhode Island, 1 in Connecticut and 2 in Massachusetts. Over 500 teachers, counselors and administrators have visited the mobile unit. These educators have received over 12,000 copies of career education materials from the mobile unit. It is assumed that these materials have been or will be used in the classroom. My observation is that over 50% of these educators had not been aware of the quantity or quality of career education materials available. Just increasing awareness has been rewarding and has made the grant worthwhile. Additional evaluations are being made and will be available after July 22nd, 1977.

We sincerely thank the school personnel for inviting us and especially for the warm receptions we received throughout the state. There were disappointing visits - those where few teachers took advantage of our service - or where administrative interest or support was in evidence - (one principal used the van as a "duck blind" to catch student "bunking" school.) An additional disappointment was the seeming lack of interest (or awareness) in the need to reduce and eliminate traditional sex-role stereotyping in the career awareness programs. Few teachers or counselors (male or female) seemed interested in the excellent film strips or paper materials that addressed themselves to this difficult but important topic. Young women need to take career preparation seriously since most will find themselves in the labor force for at least 25 years.

Our most successful visits were in schools where a teacher, counselor or administrator inside the school believed in the career education concept and actively encouraged their colleagues to visit the mobile unit. To all of you our deepest gratitude.

Our impressions are that Rhode Island educators are very receptive to the career education concept. No matter what kind of school, teachers expressed the need for kids to understand the realities of both their present world and their future life style options. Almost all saw the need to help kids develop better decision-making skills and expand their awareness of potential career options.

What seems to be desperately needed is a stated direction for the career education concept in Rhode Island and a systematic method of delineating it to students K-adult. This will take a coordinated effort by the Board of Regents, the State Department of Education, the teacher training institutions and effective workshops in each school system. As has been noted on the mobile unit, teacher made materials seem to be the most effective for the infusion of career education into the existing school curriculum.

I would urge other career educators throughout the country to duplicate this project. It is an efficient and effective way to disseminate career education materials and maintain personal contact at a relatively low cost. Out thanks to Ken Hoyt and the staff at the United States Office of Career Education both for the grant and their continued support throughout the year.

Finally, I would like to express my deep appreciation to my staff for their commitment, hard work, and humor during this year. Although both Fred Mason and Ellen Weaver were technically half-time on the project they actually gave more than full time in both effort and time. The project could not have succeeded without them.

The Project is now calling for the return of all overdue multi-media kits and texts, please think about utilizing and then promptly returning these resources. We will need to assess our strengths and weaknesses in terms of these materials, establish a bibliography and replace distressed items over the summer terms, so your help would be appreciated. Our address remains: Horace Mann 049, Rhode Island College, Providence, RI 02908, telephone number 456-8060, 8:30-4:30.

Freebies

Now might be a good time for your school to subscribe to various out of state newsletters published by career education projects nation wide: Here are a few:

- 1) "Career Expressions" Career Resource Project Southwest DuBois County School Corporation, 511 Fourth St., Huntingburg, IN 47542. This newsletter speaks to classroom career education activities and practises in Indiana - a very spirited and interesting publication.
- 2) "Career Education Review" Office of Career Education, 1801 Rockingham Lane, Bowling Green, KY 42101. A similar newsletter to Indiana's, a very practical review of what's happening in Bowling Green classrooms concerning career education.
- 3) "K-12 Career Education Consortium News" Wisconsin Department of Public Instruction, 126 Langdon Street, Madison, WI 53702. This newsletter features national news in career education, guidance procedures and classroom activities - an informative clearly written publication.
- 4) "Update - Experience Based Career Education News" Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94103. A new publication, and a slightly different twist to career education - a good way to keep on top of trends and to swap information.

Also of interest to students are:

- 1) A series of booklets in nearly all fifteen occupational clusters from New York Life Insurance entitled "Careers", Box 51, Madison Square Station, New York, NY 10010.
- 2) An excellent publication for answering the question of "But I want to work with animals, what is there?" entitled "Careers: Working With Animals" from the Humane Society of the United States, L Street, N.W., Washington, DC 20037.
- 3) And finally a clear summation of health opportunities instate entitled "Health Careers 1977-1978, Opportunities in Rhode Island" available from the Rhode Island Health Science Education Council, 56 Pine Street, Providence, RI 02903.

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Rhode Island College
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Providence, Rhode Island 02908

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APPENDIX D

Career education van brings latest materials to educators

By LAURIE WHITE

Early Friday morning, a "career information center" on wheels pulled up to the front door of Toll Gate High School to be of service to the administrators and faculty. It was literally, "front door service."

Once inside the not too spacious but adequate facility, teachers were able to examine several sections of shelving filled with a variety of career information materials from Rhode Island College. Materials present ranged from books, folders and pamphlets, to audio visual aids. Copies of any of the writer's material could be made on the spot. The career education center aims to introduce educators to means of integrating career awareness and exploration of career activities with the traditional means of academic learning. On the teacher level career education is designed to expose the student to what practical application comes from a

particular subject that they could apply to future or even daily use.

Through career education, the student is informed not only on the general descriptive facts, but also to such questions as How much money do I really want to make; Do I want a 9-5 job; Do I want to work indoors; Can I handle pressure and deadlines?

These are the things that most people don't think of even when the initial enthusiasm and "bed of roses" impression wears off, says Ellen Weaver.

"You have to make things look real," according to the Graduate Assistant, who is part of the traveling center's staff.

"It must go beyond the ordinary data that is found everywhere. This is something students aren't often exposed to," she says.

The staff, which includes Dr. Ronald A. Exposito, director of the program; materials specialist Fred Mason; and Ms. Weaver, have been extremely busy in the past months. The van, which has

only been on the road since January, has already serviced 75 schools and interested organizations. The vehicle, which is only available upon request, is booked through October. The summer schedule includes conducting different workshops and seminars. The program has been funded through a one-year grant of \$73,000 by the U.S. Office of Education. Exposito hopes to receive another federal grant, or possibly local funding so as to continue to operate.

According to Exposito, the response has been overwhelming. Teachers have reacted very favorably to such a program.

Exposito finds the program very valuable because it is important for the teachers to "keep on top of what's happening. In the U.S., there are approximately 35 thousand different job fields. Each year over 10 thousand of them are dropped, and replaced by 10 thousand different ones. Facilities must be available for students to explore everything that is offered. After all, we're in a society of change. Stereotyped attitudes are going to hurt our nation's future."

Lately, women have been straying from what was thought of as "woman's work," such as nurse or social worker, into fields of engineering and law. This illustrates the changes our society is going through, he said.

Social Studies teacher at Toll Gate, Paul Picoszi, found the materials to be interesting and informative and plans to inform his department on material. He found that it is also important to accommodate the students who are not planning to attend college.

Henry Barnard's spirit lives — in a 23-foot, custom-built van

By CAROL J. YOUNG

Journal-Bulletin Education Writer

A century ago Henry Barnard, the state's first commissioner of education, traveled around Rhode Island by horse and buggy, stopping whenever he found a group of townspeople to whom he could preach the merits of public education.

The Barnard spirit has been revived this year by Ron Esposito, whose mission is to spread the word about the merits of a 1970s phenomenon, something called career education. In short, that means teaching about the workaday world.

This modern-day Barnard, however, has forsaken the horse and buggy for a 23-foot, custom-built, mobile van. It has cushioned chairs, a coffee pot and lots of curriculum guides, audio-visual materials, books, job market projections and career education propaganda.

It even has a copying machine so Esposito and his staff can leave mementos.

The mode of transportation is not the only thing that has changed in the 100 years since Barnard set out to educate the public about public schools.

It is not likely that Barnard relied on Uncle Sam to pay the tab for his horse and buggy stops. But, the federal government willingly has given Rhode Island College \$73,000 to finance Esposito's activities.

The money covers the purchase of the van, the fuel, the materials and a newsletter. It also pays the salaries of Esposito, project

director and chauffeur, Ellen Weaver, a RIC graduate student assistant who, along with being chief map reader, writes the newsletter and works with the teachers who come aboard the van; and Fred Mason, curriculum materials consultant.

Since it hit the roadways in January, the van has been booked solidly at public and parochial schools in the state. Requests are now being scheduled for the fall.

The major goal of the project is to "heighten the visibility of career education" by giving teachers and principals a chance to browse through commercial and teacher-made materials now in use throughout the nation.

The 15 minutes they spend in the van may not be enough to convert them into career education enthusiasts, Esposito concedes. But, he says, the exposure to career education materials often is enough to make teachers want to explore the approach in depth later.

Although teachers already can review and borrow materials at places like the Curriculum Reserve Center at RIC, many simply don't want to drive to Providence to take advantage of the service, Miss Weaver says. "We are five feet away from their classrooms, so they come out and look," she says.

Spending a day on the van is really spending a day with Ron Esposito, a non-stop talker who doesn't miss a chance to promote the cause. With a six-foot frame that tips the scales past the 200-pound mark,

the bearded Esposito doesn't have much trouble commanding attention.

"A lot of people think career education is vocational training for a job. That's just one stage of it. Career education is a much broader concept. A lot of people think career education has to be taught as a separate class. I say that no matter what the subject is, you can talk about things that have a career relationship," he asserts.

Esposito, who lists hospital orderly, musician, social worker, counselor and college professor among the 18 jobs he has held so far, envisions career education as the umbrella under which students learn about jobs but also receive heavy doses of decision-making training.

"Giving students specific information about jobs is good in the short term, but they need decision-making skills in the long run. That's something we don't teach very often. But, it's a skill you need to use the rest of your life," he insists.

Look, he goes on, there are 33,000 different job titles and 10,000 of them disappear every 10 years and 10,000 new ones are added. "What jobs do you talk about? It's tough."

Students who have spent time in college in the 1970s preparing to be teachers feel tilted because they can't find jobs, he says. "They are holding society responsible for their own poor decision-making."

Esposito also thinks a good career education program should help students develop



On the Move: Ron Esposito, left, in charge of the traveling education van, confers with math teacher Elinor Palmer and

Lemuel Crooks, curriculum director of the Lincoln school system, during a stopover at Lincoln Junior High.

—Journal-Bulletin Photo by THOMAS D. STEVENS

an appreciation for what people do for a living.

Usually, he says, first and second graders visit a fire station where they pet the dog, slide down the pole, touch the equipment and walk away with a romantic view of firefighters.

A career education enthusiast, he explains, would make sure that youngsters also learn that firemen hold dangerous jobs, have to work on holidays and often must spend long periods of time away from their families.

"The supposed prime purpose of career education is to help kids make better career decisions. I would like career education to help every human to understand every other human's role. If I have a hidden agenda, that's it," Esposito confides.

APPENDIX E



CAREER EDUCATION PROJECT

(509) 782-1950 - 210 S. Division - Cashmere, WA 98815

RICHARD D. JOHNSON, Superintendent

BERNADETTE GRIFFITH, Director

May 13, 1977

Dr. Ronald A. Esposito
Fred Mason
Ellen G. Weaver
Rhode Island College
600 Mt. Pleasant Avenue
Providence, Rhode Island 02908

Dear Ron, Fred and Ellen,

I indeed thank you for serving as a presenter at our Boston Career Education Workshop. Your presentation on "Utilizing a Career Education Mobile Van in Rural Areas" and sharing your mobile van was a contributing factor to the overall success of our workshop.

I know we at first were disturbed because of the small turnout at our conference. However, the participants evaluations considered the small group and the active involvement allowed by small groups the biggest asset of the workshop.

Again, my thanks for your help in Boston. Let's keep in touch.

Sincerely,

Mrs. Bernice Griffith
Project Director

APPENDIX F

RHODE ISLAND CITIES AND TOWNS VISITED BY
MOBILE CAREER EDUCATION RESOURCE UNIT

BARRINGTON	SMITHFIELD
BURRILLVILLE	WARWICK
BRISTOL	WEST BARRINGTON
CENTRAL FALLS	WEST WARWICK
CHARLOTTESVILLE	WOONSOCKET
COVENTRY	WESTERLY
CRANSTON	
CUMBERLAND	
EAST GREENWICH	
FOSTER	
GLOUCESTER	
JOHNSTON	
LINCOLN	
LITTLE COMPTON	
MIDDLETOWN	
NEWPORT	
NORTH KINGSTON	
NORTH SCITUATE	
NORTH SMITHFIELD	
PROVIDENCE	
RIVERSIDE	
RUMFORD	
SCITUATE	
SLATERSVILLE	

APPENDIX G

Aquidneck School

Aquidneck School

❖ Thanks You ❖

MAY 18 REC'D

Aquidneck School

Aquidneck School

Dr. Ronald Eposito :

Many thanks for sharing with us your
Van full of materials. Teacher comments
were excellent and I'm sure we will
use the many ideas in our everyday
program.

Michael Spill
Principal

ST. MARY'S ACADEMY-BAY VIEW
RIVERSIDE, RHODE ISLAND 02915

May 18, 1977

MAY 19 REC'D

Dear Dr. Esposito,

We are grateful to you for
your most enlightening and
interesting visit to our school.

Our teachers were amazed
at the amount of resource material
that was so easily available.

I am sure the faculty who
visited the Mobile Unit will
enhance their future teaching
with the knowledge they gained
from you.

Sincerely yours,
Sister Frances
Guidance Counselor



GUIDANCE DEPARTMENT
WOONSOCKET SENIOR HIGH SCHOOL
777 CASS AVENUE
WOONSOCKET, RHODE ISLAND 02895

ANNA H. BLANKSTEIN
DIRECTOR

December 15, 1976

Dr. Ronald Esposito
Career Education Project
Rhode Island College
Mt. Pleasant Avenue
Providence, R.I. 02908

Dear Ron,

I want to thank you for participating in the Faculty In-Service Program here at Woonsocket High School. Once again you displayed your in-depth coverage of the subject and I know that many members of our faculty came away from the meeting with a new and clearer understanding of Career Education.

Now, I hope that the suggestion of incorporating career programs into the on-going curriculum will be met with enthusiasm and acceptance as well as involvement by the faculty. You certainly have given it a start.

Thanks again.

Sincerely,

Marilyn
(Mrs.) Marilyn Eisenberg

kc

APPENDIX H

MOBILE CAREER EDUCATION RESOURCE UNIT
MATERIALS LOANED FROM THE VAN

	Elementary	Middle/ Junior High	High	Bilingual	Women's	General*	Total
Printed materials (including tests and guides)	18	1	14	0	0	23	56
Kits (including audio-visual materials, filmstrips, microfiche, etc.)	26	5	36	1 (secondary)	14 (secondary)	0	86
				2 (elementary)	2 (elementary)		
Total	44	6	50	3	16	23	142

*General = professional education texts for school personnel.